

CAMBRIDGE TECHNICALS LEVEL 3 (2016)

Examiners' report

SPORT AND PHYSICAL ACTIVITY

05826–05829, 05872

Unit 3 January 2023 series

Contents

Introduction3

Unit 3 series overview4

 Question 1 (a) (i)5

 Question 1 (a) (ii)6

 Question 1 (b) (i)7

 Question 1 (b) (ii)7

 Question 1 (c)*8

 Question 2 (a)8

 Question 2 (b) (i)9

 Question 2 (b) (ii)9

 Question 2 (c) (i)10

 Question 2 (c) (ii)11

 Question 2 (d)12

 Question 3 (a)13

 Question 3 (b)14

 Question 4 (a) (i)14

 Question 4 (a) (ii)15

 Question 4 (b)15

 Question 4 (c)16

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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Unit 3 series overview

The quality of scripts offered in response to the January 2023 Unit 3: Sports organisation and development examination paper was of a similar standard to that of June 2022.

Evidence would suggest that candidates understood what was required of them throughout all four learning outcomes and there was little evidence of candidates misinterpreting questions.

It is pleasing to see that most candidates are now addressing the command words of discuss or explain in the longer response questions, which makes it easier for them to access the higher marks.

The quality of written communication was mostly sound, although a minority of candidates still continue to write notes in bullet form which is not recommended, particularly on Question 1 (c); the 8-mark levels response question as quality of written communication is assessed in this question.

At times, a lack of clearly expressed knowledge was an issue, leading to 'VG' (vague) being indicated on responses. This was particularly evident with Question 2 (c) (i) on the question related to sport development and how it can support social policy.

At the end of the question paper, there are two blank pages. Centres are asked to remind candidates to use this space if they require extra space for their responses, rather than write down the sides of the answer booklet, which potentially makes the response more difficult to read and therefore mark.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • made sure that they attempted all the questions • if the question was worth 4 marks, they gave 4 answers to the question • in the extended response (levels question – Question 1 (c)) made sure that they showed good written communication and discussed how the different organisations contributed to increasing participation • gave answers that were clearly expressed and showed good knowledge. 	<ul style="list-style-type: none"> • had a lack of detail in their responses • when answering the longer response questions (e.g. Question 2 (c) (ii)) that use command words such as 'describe or explain', often responded by simply identifying key words, which made it more difficult to access the higher marks • gave too few points for the marks available for that question and then often repeated points in their response rather than being able to make separate, distinct points in relation to the question set • in the extended response (levels question – Question 1 (c)) did not discuss how the different organisations increased participation; they simply wrote about the initiative or the event.

Question 1 (a) (i)

1 (a) There are many departments and organisations across the UK who are involved in the organisation of sport at a local and regional level.

(i) Identify **one** organisation that is involved in organising local sport and a different **one** that is involved in organising regional sport in the UK.

Local

Regional

[2]

Candidates' understanding of the term 'local' was much better than 'regional'. They were able to provide a variety of different organisations that would be involved in organising local sport. However, this was not the case in relation to organisations that would be involved on a regional basis and they often provided no response or gave an incorrect regional sports league/competition.

Question 1 (a) (ii)

(ii) For each of the activities listed below, place a tick (✓) in the box to indicate which **one** organisation is most likely to do it.

	Sport and Recreation Alliance	National Lottery	UK Sport
Focus on grassroots participation and recruiting and training volunteers.			
Be a representative for National Governing Bodies.			
Manage the World Class Programme to support potential Olympic medallists.			
Provide sports clubs with funding through the Awards for All project.			
Invest government funding in paralympic sports.			

[5]

Candidates' knowledge of the three organisations was very mixed. A significant number of candidates did not know that the Sport and Recreation Alliance was a representative for National Governing Bodies and that UK Sport managed the World Class programme. It is vital that centres make sure that students know the roles of each of the different sporting organisations.

Question 1 (b) (i)

- (b) International Governing Bodies, Committees and Federations have lots of responsibility for sport around the world.

They must work closely with UK organisations to ensure that some sports development events and initiatives are successful.

- (i) Name an International Governing Body **and** a UK-based sports development organisation that interact together.

.....
 [2]

It is pleasing to see that a significant number of candidates were able to identify both an International Governing Body and a National Governing Body that interact with each other, with FIFA and the FA being a very popular and well used answer. However, a common mistake made by some candidates was to link FIFA or the IOC with UK Sport or Sport England.

Question 1 (b) (ii)

- (ii) UK-based sports development organisations will benefit from working with an International Governing Body, Committee or Federation.

Describe **three** of these benefits.

1

 2

 3

[3]

The majority of candidates showed some understanding of how a UK sports-based organisation will benefit from working with an International Governing Body and managed to score 1 or 2 marks. Typical responses included increased funding and increased awareness/increased participation. However, very few candidates were able to give enough knowledge in their description to access the full 3 marks. Candidates often repeated points in relation to participation/awareness/publicity and promotion.

It is vital that centres make sure that candidates understand the role of International Governing Bodies and how they work and link with sporting organisations in the UK. They need to show greater knowledge concerning the application of rules and regulations, anti-doping and the imposing of sanctions.

Question 1 (c)*

(c)* Different UK organisations such as local councils, Community Sports Partnerships, National Governing Bodies and Sport England often work together to achieve their sports development aims.

Use an example of an event or initiative to discuss how different organisations contribute towards achieving the aim of increasing participation in sport in the UK.

[8]

This question assessed candidates' ability to discuss how different organisations contribute to increasing participation. Many candidates were able to provide a Level 2 response but only a few students were able to achieve a Level 3 response and provide a balanced and detailed discussion.

The most successful answers structured their response so that each of the four organisations identified in the question were individually discussed to show how they each were able to help increase the level of participation. Less successful responses were sometimes brief, and only considered perhaps one or two organisations and in many instances did not even discuss any organisations, which was clearly what the question asked for. This meant that they could not access the higher levels. Very few candidates did not access marks on this question.

Question 2 (a)

2 (a) Describe the foundation stage of the sports development continuum.

.....

.....

.....

.....

.....

.....

.....

..... **[3]**

The majority of candidates managed to score 1 or 2 on this question with 'beginners level' and 'being able to do the basic skills such as catching and throwing' the most common answers. However, only some candidates were able to give enough detail in their description to access all 3 marks. Answers like 'it should be made fun' and 'it happens in PE lessons' were typical of the weaker responses.

Question 2 (b) (i)

- (b)** Many performers who undertake regular exercise in the participation stage of the sports development continuum will begin to experience physiological adaptations.

Indicate whether each of the following statements is true or false by putting a tick (✓) in the box next to the correct answer for each question.

- (i)** In the respiratory system, the strength of the diaphragm and intercostal muscles are increased which results in increased stroke volume.

True

False

[1]

This question was synoptically linked with Unit 1 and was well answered. Candidates showed a good understanding of the respiratory system.

Question 2 (b) (ii)

- (ii)** In the cardiovascular system the chambers of the heart increase in size, therefore maximal cardiac output is increased and resting heart rate is reduced.

True

False

[1]

This question was synoptically linked with Unit 1 and was well answered. Candidates showed a good understanding of the cardiovascular system.

Question 2 (c) (i)

(c) Sports development has a number of purposes, such as increasing participation, enabling progression in sport and promoting social values through sport.

(i) Explain **three** ways in which sports development can support social policy other than those identified above.

1

.....

.....

2

.....

.....

3

.....

.....

[3]

Candidates' responses were rather limited in this question and very few scored maximum marks. The question asked candidates to explain how sport development can support social policy. In many instances the answers were vague and did not really explain. So typically, physical health was given as an answer but unless this was explained then they did not get the mark. It is essential that students take note of the command word in the question, which in this case was to explain and write accordingly. So, in relation to physical health, candidates then needed to expand on this and perhaps say that it could reduce the level of obesity in the country which might then reduce the strain on the NHS.

Question 2 (c) (ii)

- (ii) Effective coaches must undertake a range of roles when working in sports development.

Describe **four** roles that a coach might perform which promote sports development.

1

.....

2

.....

3

.....

4

.....

[4]

This question was synoptically linked to Unit 2. Candidates, in the main, answered this question well and showed a good understanding of the role of a coach. Many candidates scored at least 2 marks on this question and a significant number scored full marks. The question asked about the roles of a coach, and it was good to see that because there were 4 marks available, candidates often gave four descriptions. Where candidates did not score full marks, this was often because they only provided two or three roles. In some instances, candidates only provided a one word answer such as mentor or organiser, this was deemed insufficient and not worthy of a mark as it did not describe the role of a coach. Very few candidates did not access marks on this question.

Question 2 (d)

(d) Initiatives such as 'This Girl Can' have been introduced to encourage more girls and women into sport.

Using examples, describe **three** barriers to participation experienced by females.

Barrier 1:

Example:

.....

.....

Barrier 2:

Example:

.....

.....

Barrier 3:

Example:

.....

.....

[6]

This question assessed candidates' understanding of the barriers to sport and physical activity for women. Most candidates were able to score 2 or 3 marks on this question but only a few students were able to achieve maximum marks by identifying three barriers and give three examples. There was a good breadth in the variety of the candidates' responses. The most successful answers structured their response so that they identified the barrier clearly and then gave a detailed example. Less successful responses were brief, did not identify the correct barrier, but did manage to give an example. Very few candidates did not access marks on this question.

Misconception



Candidates need to be clear on what a barrier is. In the question many candidates wrote that facilities were a barrier, however it is the lack of facilities for women that is the barrier. In the same way role models are not a barrier but the lack of female role models that is the barrier.

Question 3 (a)

3 (a) It is important that all sports development organisations measure the success of their initiatives. This can often involve measuring performance and measuring participation.

Link the measurement method with the example of what it could be used to measure.

Surveys such as the Active People Survey.	How well a local sports club is run.
A benchmark or accreditation scheme.	The number of appropriately qualified volunteers who can safely work with children and young people.
Measuring impact on society, such as greater community involvement in sport.	Customer satisfaction with an organisation's delivery of activities in a clean and well maintained environment.
Self-assessment methods such as a service review.	A breakdown of who participates in particular sports and where.

[4]

This was a very straightforward question, with a number of candidates scoring maximum marks. Knowledge of the methods used to measure sports development on performance and participation was good. In those instances where candidates were unable to access full marks, this was because candidates stated incorrect examples.

Question 3 (b)

- (b) In 2020, the Sport England initiative 'Tackling Inactivity in Colleges' distributed over £5 million to Further Education Colleges across the country, to fund individual projects in each college.

Identify **four** specific purposes of measuring the success of an initiative such as this.

- 1
- 2
- 3
- 4

[4]

Candidates had difficulty with this question. Answers were in the main often vague and in quite a few instances irrelevant. The question needed very specific answers in relation to the purpose of measuring the success of an initiative. Unfortunately, candidates were often unable to provide this. This is part of the unit specification and therefore centres need to make sure it is covered in greater detail.

Question 4 (a) (i)

- 4 (a) 'The Hundred' is a national event which promotes a modern approach to cricket.

It is a competition which is scheduled to take place each summer and aims to make cricket more exciting and accessible to a wider audience.

- (i) Name **two** other national competitions or events from different sports which are aimed at delivering or promoting the aims of sports development.

- 1
- 2

[2]

The candidates' responses to this question were mixed. Where there was a clear understanding of what a national competition is, candidates were then able to access full marks. However, in contrast, answers were often incorrect because they referred to initiatives not events such as 'this girl can' or they referred to international competitions such as the world cup.

Question 4 (a) (ii)

'The Hundred' was initially heavily publicised and the first player draft was both televised and streamed live on its website.

(ii) Identify **three** other methods through which national events such as 'The Hundred' could be promoted in the UK.

1

2

3

[3]

This was a well-answered question on the paper, probably the best answered. Many candidates scored full marks. Responses showed a good understanding of the different methods of promotion for a sports event. Where candidates were unable to score maximum marks, this was because they either wrote as one of their answers 'television' which was in the question or they wrote through 'adverts', which was too vague. Very few candidates did not access marks on this question.

Question 4 (b)

(b) The Prince's Trust is a charity which pays for coaching qualifications for volunteers.

Identify **three** other sources of funding for sports development initiatives.

Give a different example of what each source may be used for in delivering sports development events and initiatives in the UK.

Source:

Example:

.....

Source:

Example:

.....

Source:

Example:

.....

[3]

Candidates' responses were very limited in this question, and few actually scored maximum marks. The answers needed to provide a source and then give an example to secure a single mark. Initially candidates struggled to provide three correct sources, and then to give a relevant example of what this money could be used for was extremely challenging. Many answers were very vague and just said it would be used for the initiative/event. Candidates needed to identify the source – for example, the National Lottery and then the money could be used to provide coaching or for facilities for the initiative or for facilities for the initiative.

Question 4 (c)

- (c) In 2020, UK Sport launched 'GB Sport Media', a platform to showcase coverage of Olympic sports, interviews with athletes and articles on their preparation.

Explain the possible benefits to organisations such as UK Sport and National Governing Bodies as a result of this increased coverage.

.....

.....

.....

.....


.....

.....

[6]

The majority of candidates managed to score at least 2 or 3 marks on this question. They showed a sound understanding of how increased coverage benefits the sporting organisations. However, only a few candidates were able to give enough detail in their explanation to access full marks.

Assessment for learning



Centres need to make sure that candidates are able to give both breadth and depth to their responses in order to access all the marks on this question. Firstly, if the question is worth 6 marks, candidates need to give six answers. Secondly, candidates need to look carefully at the command word. So, in the question it asks candidates to explain the possible benefits; where candidates simply identify benefits, they could not access the marks. Candidates must read the question carefully and provide the necessary detail in their response.

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